



PROJECT DESCRIPTION

- a) Give a description of your organization and why you applied for funding.

PASEFIKA is the community services arm of the White Center Assembly. Its mission is to engage in the physical, social, spiritual and economic development of its community through community engagement, advocacy, leadership development and provision of educational, youth and family programs. Its programs serve predominantly low income, refugee and immigrant families (with an emphasis on the PI population) in Seattle and South King County.

We applied for this funding because the project fell squarely within the mission and work of our organization. It was an opportunity to implement a youth leadership development project for youth, strengthen cultural knowledge and develop culturally appropriate outreach tools for environmental outreach and education to the Samoan and PI community. Additionally, PASEFIKA (an EJNA Partner the past 8 years) embraced the opportunity for a project allowing community to develop outreach tools and effective strategies to address environmental educational needs voiced by the community in prior EJNA surveys and community meetings.

- b) Give a basic overview of your project in one paragraph (what did you do)?

PASEFIKA Arts & Media Outreach Project (PAMO) was a student led project where students researched, developed, performed and produced various Samoan art forms conveying the environmental messages on 3 topics of focus. A multimedia video of the performances was recorded and produced. The environmental topics of focus were hazardous waste disposal, safer alternative cleaning products and second hand smoking. The team outreached to the Pacific Islander community (e.g. school students and parents, families, church groups, parent groups, youth groups, professional groups, festivals and celebrations) by performing the cultural art forms, making oral presentations, setting up booth displays, conducting game activities and distributing pamphlets and written materials. The DVD that was recorded and produced can be used for further outreach to other groups of the Samoan & PI community.

TRAINING

a) How many people were trained to conduct outreach to others?

Twenty (20) people (17 students and 3 PASEFIKA staff) were initially trained by SPU staff to conduct the environmental presentations. Each member of the PAMO Team was required to train an intern youth (mentoring aspect of program) on how to conduct the environmental presentations – hence 17 additional youth were trained – a total of **37 people** were trained to conduct environmental outreach to others during the project.

b) What were they trained to do?

PAMO students were trained to research and identify culturally appropriate ways to engage the PI audience through cultural connections (e.g. history, music, art, poetry, mime, comedy) and incorporate the environmental messages into those cultural forms. They were also trained to do brief presentations with Q&A on the following topics;

- safer alternative cleaning products
- second hand smoking
- correct disposal of hazardous materials

c) What methods/strategies were used to train them?

The PAMO Team members were trained using a 'hands on' approach by having;

- members research the origins of the cultural art forms that were to be used in the project and the environmental topics that were chosen as focus areas for the project
- members prepare written summaries of their research findings
- members share and compare research findings in small groups discussions
- the small groups share their summaries and use those findings as a basis and the content of the cultural performances and multimedia tool product that was produced
- members also receive live training (using poster board, game activity, written materials) from SPU staff on the topics of correct hazardous material disposal and safer alternative cleaning products
- members use the display boards and develop fun game activities for group participation during the live presentations to community groups
- the environmental research findings summarized and used to develop short topic presentations given by team members in between the cultural performances
- members choose one of the focus topics to use in their first presentation to their family members at home, then debrief and get feedback from family members on how to improve or other culturally appropriate ways of engaging different age groups within the PI community

- members reconvene as a group, debrief on the feedback from family members and use the feedback to refine presentations making them culturally and age appropriate as needed
- each team member train a PASEFIKA youth intern on how to make the environmental presentation they were initially trained to do.
- members present and perform the cultural performance to the students of the PASEFIKA Summer Academy during assembly -an audience younger than the team members
- project team make an oral presentation to the PASEFIKA Summer Academy staff and PI Education Taskforce members – by then, team members had gained an enormous amount of confidence and high level of proficiency in their presentations and performances - they were ready for public outreach and performances!

d) What were the successes and challenges of the training?

The success of the training was that PAMO students were excited and engaged in the project from the start to the end both in the cultural aspect of the project and the environmental topics chosen for the project. Since they did the research and completed written assignments on the topics, the knowledge of the cultural art forms and the environmental topics was personal and they had ownership of the project. When they performed the cultural art forms, it was done with a new level of confidence and passion because they understood its origins, purpose and significance in our culture. The same can be said of their research and training in the environmental topics and the development of game activities to engage student interest. PAMO student's first assignment was to choose one of the environmental focus topics and convey the environmental message to family members in his/her home. This was a great way to test their presentation skills, get ideas on how to best engage members of our community and build their confidence in making public presentations.

PRODUCT DEVELOPMENT

a) **Provide the following information regarding each product that was developed and or distributed for this project:**

The PAMO Project created and developed two types of products;

1. Four (4) Cultural Art Form Performance Outreach Tools - "Faleaitu", "Siva Samoa", "Sasa" & "Faataupati"- that incorporated environmental messages for the topics of focus namely, hazardous waste disposal, safer cleaning alternatives & second-hand smoking.
2. A Video Multimedia Tool recording of the cultural art performances incorporating environmental messaging for the topic focus areas chosen.

The Team chose this as the most appropriate multimedia tool to best capture the cultural art performances that were developed and could be used to conduct outreach to other members of the Samoan community.

The process for developing the cultural art forms has been outlined in the 'training' section above. Once the cultural art performances and presentations were finalized, the team spent much time practicing, revising, refining, practicing some more until they were ready to perform the dances and presentations live at all of the outreach events. The Media committee also developed and completed a media plan outlining key aspects of the multimedia video tool to be recorded and produced at the end of the project.

What were the successes and challenges of the development of the outreach tool?

The most successful aspect of the project was the development of the four (4) Cultural Art Performance Outreach Tools and the performance of the same at the community outreach events. There was also a degree of success in the development and recording the Multimedia Outreach Tool. The Media Committee was able to develop a Media Plan and complete the recording and editing process for the recording of the four cultural art performances.

The main challenge was the group had underestimated the time needed for research and development of the Cultural Art Form Outreach Tools (four of them!). A lot of time, focus and effort were devoted to the researching, development, practicing and performances of same at each of the community outreach events. It was clear from community response and feedback that this was an effective way to engage the PI audiences for environmental outreach and education. As a result, we did not have the time we needed to implement fully the media plan for the Multimedia Outreach Tool. The fact that our lead media person left town to attend school out of state coupled with the the students returning to school in the Fall didn't help. The busy schedules of the holiday season meant we were only able to record the cultural performances in December and do the editing process for just that part of the multimedia tool. We did not have the time, at that late stage of the game, to complete all aspects of the media plan that was outlined for the multimedia tool e.g. a mini documentation giving a brief historical and cultural piece in the beginning to make the 'environmental connection' with the PI community audience, being able to include some cultural artwork and graphics created by the students and record brief survey interviews with members of the community before and after the PAMO project presentations and performances. We are hopeful we will have the opportunity to complete this piece of our project. Related to this was our inability (due to limited time) to develop and implement an evaluation tool to gauge the success or improvement we could make to the outreach tools and strategies we used for the project.

OUTREACH & EDUCATION

a) How many total people did your project educate about your chosen topics?

Outreach Presentations using Poster Board Demonstration Kit: **509**

Cultural Performances & Booth at School/Community Events: **3395**

TOTAL : 3904 people

b) Who were the primary audiences for your education and outreach activities?

The primary audiences of our education and outreach activities were low income, immigrant Samoan and Pacific Islander K-12 students, parents, elders, educators, faith and community leaders.

Another prominent group in our audiences were low income refugee and immigrant students and families since they are part of the school populations that we serve in the White Center and Seatac areas.

c) Provide the following information for each outreach activity you conducted to educate people about your chosen topics.

20 PAMO Students' Families/Households

- Type of activity: home presentation
Oral presentation using EJNA poster board, booth kit and printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **107** family members & 20 Students
- Location of the activity: PAMO Student family households in King County

K-12 Refugee & Immigrant Students

- Type of activity - school assemblies
Oral presentation by students using EJNA poster board, booth kit, game activity & printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **250** students & **25** PASEFIKA Staff & Volunteers
- Location of the activity: 2010 PASEFIKA Summer Academy @ WCHES

Parent Coffee Hour

- Type of activity – parent weekly meeting
Oral presentation on project using EJNA poster board, booth kit, game activity and printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **30** parents & **5** PASEFIKA Staff & Volunteers
- Location of the activity: 2010 PASEFIKA Summer Academy @ WCHES, King County

Meeting of PI Educational Taskforce, Educators & PASEFIKA Academy Staff

- Type of activity – monthly meeting
Oral presentation on the PASEFIKA-EJNA Multimedia project & using EJNA poster board kit, and printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **28** adults & **3** Volunteers
- Location of the activity: Seattle Education Foundation

Samoan Ambassador Elders Program

- Type of activity: Elders Program
Oral presentation in Samoan) on the PASEFIKA-EJNA Multimedia project & using EJNA poster board kit, and translated materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **30** elders & **10** PASEFIKA volunteers
- Location of the activity: Thomas Room @ John Wiley Center, King County

2010 Annual PASEFIKA Festival

- Type of activity – annual summer festival
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials

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- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **2200+** festival attendees & **60** PASEFIKA Volunteers
- Location: White Center Heights Elementary School (WCHES), King County

2010 Samoan Flag Day Celebrations

- Type of activity – National Flag Day Celebration
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **800** attendees & **25** PASEFIKA Volunteers
- Location of the activity: Cleveland High School Gymnasium, Seattle

WCHES Multicultural Nite

- Type of activity – school event
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **150** attendees & **20** PASEFIKA Volunteers
- Location of the activity: White Center Heights Elementary School, King County

Bow Lake Elementary PI Parent Nite

- Type of activity - school parent meeting
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **50** parents - **10** PASEFIKA Volunteers
Location of the activity: Bow Lake Elementary School, Seatac

Chinook Multicultural Nite

- Type of activity - school parent meeting
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **70** attendees **10** PASEFIKA Volunteers
- Location of the activity: Chinook Middle School, Seatac

Chosen Generation Youth

- Type of activity – youth activity night
Live Cultural Performance & presentation, EJNA booth set up using EJNA poster board, kit, game activity, printed materials
- Topics included in activity:
 - Safer Cleaning Product Alternatives
 - Proper Disposal of Hazardous Waste
 - Second hand Smoking
- Number of people educated: **70** attendees **10** PASEFIKA Volunteers
- Location of the activity: Shannon South Apartments Cabana, Seatac

What was your outreach method(s) and what were the successes and challenges of the methods?

We relied heavily on our long time partnerships and relationships within our Samoan and larger community partners to secure spots during community events or getting on the agenda of school or community meetings in order to make the EJNA presentations and performances.

The fact that PASEFIKA was a known & trusted partner, sponsor or had a board member on the committees, made it easier to secure a spot for our outreach efforts. The PI summer celebrations and festivals always have a full line up of veteran performing groups so it was important to know folks (or be in the decision making group) to secure performance spots. PASEFIKA also gave a customary gift (“meaalofa”) of \$200 to the event organizing committee (much like a sponsorship) to help with event expenses.

Organizing Committees of the PI festivals and celebrations select performing groups based on the level of excellence in cultural art performances, authenticity of cultural interpretation, costumes and creativity. The success of the PAMO Project was not only from strong community connections but because the group demonstrated all of the above qualities in their cultural art performances and presentations. If it had not had the required level of excellence and

integrated the environmental messages into cultural art forms & performances, we would not have been able to get the spots we did or reach PI audiences to the extent we did. Generally and traditionally, Samoans go to festivals and celebrations to relax, eat, dance, celebrate, visit the food/craft booths, meet friends & family, chat and catch up – that’s what festivals and celebrations are for us. One does not find informational booths and educational presentations at our traditional festivals & celebrations back home hence, it’s a challenge to entertain and engage them in such presentations. Samoans & PIs will automatically ‘tune out’ when speakers talk too long, if they have to listen to a formal educational presentation (even tho something they need to hear!) and even during announcements and housekeeping matters!

What would you change or do differently (if anything) regarding the outreach method?

I don’t think there would be much change in our outreach methods except, in this project we took the ‘low hanging fruit’ - so to speak and scheduled around known natural partners that we work with on a daily basis. If there is a second phase of the project, we would revise and refine our outreach plan & strategy. We would do an intentional mapping of our community population in Seattle King County (including community organizations, churches, schools, gatherings, professional associations, events etc) so that we implement our outreach systematically and as widely as possible.

BUDGET

a) Provide an estimate of the total time and money you spent on your project. Include all expenses reported for the project.

This information will be used to help others who want to implement similar projects better understand the true costs and time commitment.

Type of Expense	Description of Expenses	Total Number of Hours	Total Dollar Value
Paid Labor:	Project Staff, Teachers, Student Stipends (for Tool Development, Outreach Activities and Reporting)	1700Hrs	\$ 17,000
Volunteer Time (valued at \$20/hr):	Set and breakdown at outreach events, food prep/service, transportation, greeters, registration tables, costume/prop/decorations, chaperones, security, flyer/poster distribution, signage placement	3000 Hrs	\$ 60,000
Non-Labor Expenses:	Video Equipment & Lab Rental, Video Production, Communication, Consultants, Cultural Costumes & Accessories, Refreshments, Space , Incentives, Supplies/Materials, Insurance	N/A	\$ 23,105

TOTAL	4700 Hrs	\$100, 105
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COMMUNITY PARTICIPATION & BENEFIT

a) If you had PARTNERS helping you with the project, provide the following information.

- Seattle Public Utilities – funder and technical assistance support
- LHWMP - funder and technical assistance support
- White Center Assembly - Provided pool of volunteers for Project Events e.g. set up, breakdown, registration tables, food preparation & service, incentives, security, transportation etc. consultation with media dept and use of media equipment and lab for recording of video.
- Samoan Ambassador Elder Program – translations and creation of cultural costumes & accessories for performances
- Kings Floral Design – stage decoration for performance events and video recording
- Parents of the PAMO Project Students – moral & logistical support for students throughout project

b) If you had VOLUNTEERS helping you with the project, provide the following information.

- Total number of volunteers: 128 volunteers
- Total number of hours contributed: 3000
- Volunteer roles and responsibilities: Event set up & break down, transportation, chaperone students, staff registration tables, greeters, security, poster/flyer distribution, signage placement, food preparation & service @ events, decorations, creation of cultural costumes and accessories, makeup & hair design, organizing & storage of equipment, supplies & materials, inventory

c) Describe how the community benefited from your project (i.e. access to resources, youth leadership development, job skills, community building, public health, etc.)

The PASEFIKA Summer Academy benefitted from the process that the PAMO students went through e.g. researching traditional art forms, developing cultural performances and coordinating the performances. The PAMO students were able to share, teach and transfer the knowledge to PSA students during the cultural sessions and demonstrate the different art forms for the students to learn and practice. It encouraged and modeled to the PI students the possibilities of creativity in using, developing and adapting traditional cultural art forms to create dialogue to educate and address pertinent issues in our community.

The PAMO and PSA students received the benefits of trainings, youth leadership development, mentoring, job and project development skills, technical video production skills and experience, acquisition of a deeper knowledge and appreciation of Samoan history, cultural art forms and practices. The project funds enabled the payment of stipends for the students and payment for staff who worked the project. This was huge for community members who brought expert knowledge to the project. They felt they were compensated for their expertise as consultants and not just expected to work for free because they were community members..

As a Samoan, PI and larger community, there was a great benefit in receiving information and being informed about the environmental issues and focus topics of the project. Additionally, the social benefit of cultural pride, festivity and celebration that was experienced by the community when the PAMO students proudly performed the creative cultural performances was one of the greatest and memorable benefits of the project. The students, staff and our community were reaffirmed and felt validated in that outreach was being conducted in a manner they could best relate to and understand.

LESSONS LEARNED

a) Do you consider the results of your project successful? Why or why not?

Yes, we were able to complete all the key components of our proposed project. We were able to develop and complete the cultural art form outreach tools chosen and conduct environmental outreach through presentations and performances to nearly 4000 people of the Samoan, PI and larger community in various settings. There were a few remaining pieces of the project that we needed more time to complete and improve e.g. implementation of all aspects of the media plan for the multimedia tool. We also could refine, add to and continue to implement the outreach plan for the Samoan, PI and the larger community.

b) What strategies were essential to the success of your project and why were they effective?

An essential strategy to the success of the project, was that the project was owned, led and driven by the students (the community). It allowed community to use their expertise to do what they know to do best (engage their community in a culturally relevant way) while the partners and funders did their part of bringing resources, technical assistance and support to make that possible.

c) Describe any barriers or challenges your project encountered, and explain how you addressed them.

We were challenged by the fact that we lost our Media Lead for the project in the Fall (to attend school out of state) we ran out of time to fully develop the multimedia tool e.g. include all aspects as outlined in the project media plan. The group decided to move forward and just record the four cultural art performances that were developed and performed by the group but request the opportunity and resources to complete the remaining aspects of the video (per the media plan).

d) Describe any project success stories or anecdotes you would like to share.

Family members of the Samoan Ambassador Elders Program have reported that in their homes, the elder members of their families (who had participated in the PAMO Project Presentations) were asking to see the cleaning products being used in the home and letting

family members know what they should be using as alternatives – many of the elder women were using baking soda to clean saying it is both CHEAPER and SAFER!

Students of PASEFIKA Summer Academy initiated a follow up project after the PAMO Performances and Presentations where students took an inventory of hazardous chemicals and products in their homes and created a plan with groups of families to get a volunteer truck driver (with a truck) to do a group hazardous materials 'pick up' for groups of families and deliver the hazardous waste to the correct waste disposal sites.

The White Center Assembly Church facility has implemented a Safer Cleaning Alternatives Initiative for its church facility. It has committed to purchasing and using only safer cleaning products for cleaning and maintenance of its facility. The youth are leading, implementing and monitoring the initiative.

e) What advice would you give for groups who would like to implement similar projects?

Find the things you/your group have a natural strength and a passion for and incorporate those things into your project. The students learned that in engaging people, if you don't enjoy what you are doing, don't expect your audience to enjoy it!